

2019.10.02.Board.Meeting

Ready?

[INAUDIBLE]

I can't read lips. I can't read lips. It's what I'm saying. Yes, yes.

[INAUDIBLE]

OK, we'll call to order our regular meeting for this evening. And if you will join us in the Pledge of Allegiance, please.

I pledge allegiance to their flag of the United States of America, and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.

Thank you. And with that, we'll go to a roll call, please, Kyle.

Dr. Bradford--

Here.

Director Curry--

Here.

Directory Van--

Here.

Director Dorsey--

Here.

And Superintendent Enfield has an excused absence. She is out of town, as does Director Alvarez, whose husband is in the hospital recovering from surgery. So we wish Angelica and her family well. And with that, we'll look for any call for changes or additions to this evening's agenda. Seeing none, that brings us right into recognitions.

And as Superintendent Enfield would say, we've got proclamation palooza this evening. So I get to do all kinds of reading, my favorite part. And first up is the Disability History Month. Is Gaye in the house? There she is. Do you have any families? Got some families here? Awesome. So I'll read this, and then we'll have you come up, and we'll take the photo.

OK, whereas the Washington State legislature has designated October as Disability History Month, and whereas people with disabilities in our district, state, nation, and the world have

made significant contributions to our society, and whereas recognizing disability history will increase respect and promote acceptance and inclusion of people with disabilities, and whereas recognizing disability history will inspire students with disabilities to feel a greater sense of pride, reduce harassment, and bullying, and help keep students with disabilities in school, and whereas studying disability history in the context of the larger civil rights movement will provide important civic learning, and whereas Highline Public Schools reaffirms that learning about disability history and people with disabilities is an essential part of a complete and basic education for all students, now therefore, I, Bernie Dorsey, in place of Susan Enfield, Superintendent of Highline Public Schools, do hereby proclaim October as Disability History Month in Highline. And I call upon all Highline citizens to celebrate and promote quality educational programs that include instruction, awareness, and understanding of disability history and people with disabilities.

[APPLAUSE]

Should we each do one? Do you guys want to do one?

[INAUDIBLE]

Thank you.

We're going to have Bernie read all of [INAUDIBLE].

And next up, we've got Family Involvement in Education Month. So Lita-- Lita here? OK, great. So whereas parents and family members are their child's first and most influential teacher, and whereas family involvement in a child's learning is critical to success in school and life, and whereas the role of families in supporting the success of Highline students from preschool through college cannot be overstated, and whereas family engagement in a child's schooling is a legitimate element of the educational system, and whereas when schools, parents, and communities work together as partners, our children benefit, and whereas Highline's educational leaders and staff are developing programs and resources to support stronger partnerships between families, schools, and communities, and whereas the vision of Highline Public Schools is to graduate all students, prepared for college, career, and citizenship, now therefore, I, Susan Enfield, Superintendent of Highline Public Schools do hereby proclaim October 2019 as Family Involvement in Education Month in Highline. And I urge all citizens to join me in this observance.

[APPLAUSE]

OK.

[INTERPOSING VOICES]

OK, next up, Bullying Prevention Month. Whereas bullying, intimidation, harassment in schools are persistent detractors to a healthy educational environment for children to learn constructively, and whereas bullying consists of a variety of actions and behaviors intentionally designed to

infringe upon the harmed party's physical and mental well-being, targeting characteristics of the harassed party, whether real or imaginary, and whereas the actions have-- boy, this is a big one-- deleterious effects on the well-being of students, to a point where they lose the desire to engage in and connect with their school, classes, classmates, and adults, and whereas bullying continues in schools and with those students connected to school in the Highline Public Schools, and whereas the face of bullying has changed to include cyber bullying, where the act of such bullying, intimidation, and harassment has changed to be conducted over such media, including, but not limited to, the internet chat rooms, electronic mail, blogs, social networking sites, cellular phone calls and transmissions, and more, and whereas it is recognized that the acts of bullying, intimidation, and harassment can result in damage of property, physical harm, mental distress, and the death of a child, and now, therefore, I, Susan Enfield, Superintendent of Highline Public Schools do hereby proclaim October 2019 as bullying prevention month.

[APPLAUSE]

OK, and the last one, Principals Month. Whereas principals and assistant principals are expected to be educational visionaries, instructional leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and guardians of various legal contractual and policy mandates and initiatives, as well as being entrusted with young people, and all-around just good-- no wait, I just put that one in, sorry-- the most valuable resource, and whereas, principals set the academic tone for their schools, and work collaboratively with teachers and teacher leaders to develop and maintain high curriculum standards, develop mission statements, and set performance goals and objectives, and whereas the vision dedication and determination of a principal provides the mobilizing force behind any school improvement effort, and whereas the celebration of National Principals Month honors elementary, middle level, and high school principals, and recognizes the importance of school leadership, ensuring that every child has access to a high quality education, now therefore, I, Susan Enfield, Superintendent of Highline Public Schools do hereby proclaim October as Principals Month in Highline. And I call upon all Highline citizens to honor and recognize the contribution of school principals and assistant principals to the success of students in Highline. Here-here. Thank you.

[APPLAUSE]

So let's see-- Mike, Lisa, and any other principals-- Kyle's here.

[SCATTERED APPLAUSE]

Come on, come on.

That was a pretty extensive first paragraph there with all the duties. And the other duties as assigned, I'm sure, could even add to that. So thank you all for those. Thank you for being with us tonight. The proclamations, although wordy at times, are certainly fun. It's good to know that we appreciate all of that for our district. And with that, it will bring us to scheduled communications. And Kyle's got the guidelines there if you're unfamiliar. And first up is Melissa [INAUDIBLE].

Hello, again, sorry for my voice. I'm sick. Told you guys to get used to my face. I keep talking about my son. This is my son, Champion. And it's really ironic that this is Disability Month, because he has a disability that the district refuses to provide a nurse for him. As of Friday-- what is that, two days from now? There will no longer be a nurse at school for him all day.

He has epilepsy. He has emergency medicine that does need to be administered by state law from a nurse. And I've been told repeatedly that you guys do not have the budget. I'd like you guys to look him in the face and tell him he's not worth that money. Because he's only eight years old. He's not going to go to school every single day as of next week-- stand up-- as of next week, because there will be no nurse there.

I'm not going to send my son to school with the possibility-- with the plan to let him seize until paramedics get there. If you guys have children, I would ask you, and maybe some other parents in here that have kids with disabilities, would you be OK with your kid seizing for that long? Where he can-- plug your ears-- where it can cause brain damage.

I'm not OK with that. And I'm taking it all the way up. I just got off the phone with Senator Joe Nguyen, who's looking into it also. I've talked to Eileen Cody, who's looking into it. I will take this all the way to the top, because my son deserves a free education and deserves to have access to it. And I would like everybody, just imprint this kid's face in your mind. If this was your kid-- I'm getting emotional now-- if this was your kid, what would you do? Would you be standing here fighting. I shouldn't have to fight.

Every night, I wake up two to three times a night to see if he's still breathing. He's just now diagnosed this year. We're still learning. I am still trying to teach him that he's going to have this for the rest of his life. It's hard to teach him that. He's eight years old. I don't need the extra stress of fighting to make sure that he has an education. He's going to get behind in school. He's in a dual language goal.

He does not qualify for an IEP because he is ahead in school. He's in third grade. He reads at a fourth grade level in English, a third grade level in Spanish. Clearly, your teachers are doing a freaking good job. But because they're doing such a good job and he doesn't need an IEP, he doesn't get a nurse. So again, I know that some of you guys are parents up there, or even if you're not-- if you have nieces, or nephews, or whatever-- what if this was your relative? Would you be OK with him potentially or them potentially having brain damage?

I'm not OK with that. And I have the ability to speak. There are some families in our communities, especially at Mount View that don't know that they can speak up, or don't realize-- they don't realize it, or they are afraid to speak up. I'm not one of those. I grew up in the Highline School District. I went to White Center Heights, to Evergreen, to Cascade. I'm a product of this school district. And I'm proud of this school district, except for right now.

Because I shouldn't have to fight so freaking hard for my kid to go to school every day. You guys fight with parents to get them to send their kids to school. And I want to. He wants to. But he can't go. So I urge you to put a nurse at the school. Find the money. I don't care, no money

should come above his safety. And so, again, I will be here at your next board meeting, and your next board meeting, until this is resolved. So--

[APPLAUSE]

Thank you for your comments. Next up, Paulina Worthington.

Hello, how's everyone's afternoon? My name is Paulina Worthington. And I'm a full IB diploma candidate of 2021 at Mt. Rainier High School. I believe the full IB diploma candidate students should have access to a full IB advisory and a full time diploma coordinator on campus. A lack of IB coordinator on site, available and accessible, is negatively impacting my learning.

In this program, a lot of other students feel the same. They want, we want, and IB coordinator to be there every single day. It is unfortunate for the 2021 class, because we have to-- we have to support each other. And we need the support they had in these past years of the 2020 class. It's going very horribly for us as a 2021 class. We don't have the knowledge. We don't have structure in our advisories to get the information that we need.

It worries me that I won't be able to graduate successfully as an IB student in the only IB school in this district, without someone helping us every single day an advisory. Last year, the 2021 class completed their junior year successfully with an IB coordinator on campus and a full IB advisory, where they can all help each other out every single day.

This is equity. And equity means providing access and knowledge to all students. And I still don't know what the knowledge essay is, the papers 1, 2, and 3, internal assessment, [? MCAS, ?] due to not having an IB coordinator and a full IB advisory. We all need to share similar thinking with each other. And by having other students in other programs, we won't be able to share the thinking, because the teachers need to focus on the other students too.

We tried sending an email. And we can send an email to her. But emails are not enough. We also need someone with face to face interaction every day. In the beginning of September, I talked with our school principal in a meeting. And he said that we have too much students for one full IB advisory and too little for multiple. And now we have new teachers coming in. And I hope that will change. He promised to get back in two weeks, but he has yet not responded to us.

I spoke with one of my peers in a different IB school, and they said with a full time IB coordinator, everything is going great, and they're structured, and they're already learning about things that we are not able to learn yet. I have received 26 signatures from most of my IB coordinate friends in the 2021 class and 2020 class, who agree that we need an IB coordinator full time and IB advisory.

I urge the school board members to do something about this. Please don't deprive us from the support that we can get. This is something we crucially need to succeed in life, as we want to graduate with the Washington state diploma and an IB diploma, that we can use internationally at other colleges if we didn't do Running Start. Because in Japan, they're doing IB, and in other countries they're doing IB, and we can go to another college and be successful, and have the

same mentality that they are learning every single day. Please don't deprive us of this. I would enjoy it. Thank you guys so much for letting me talk.

[APPLAUSE]

Thank you for your comments. Next up, Elijah Buenarte.

Good evening, I am Elijah Buenarte from Mt. Rainier High School. I am a senior class president as well as a full IB diploma candidate. Unlike Paulina, I actually have experience both having the pleasure of having an IB coordinator and now not having one. But first, I wanted to say thank you for listening to us last time when we were here. And we hope you can do the same today.

It felt like the school board really listened to the voices of the students that spoke when I came here last time. And I think that's really important. We just wanted to say that we are all thrilled to have Miss Fairchild back. And we appreciate that you made this happen. I came here today to talk about the International Baccalaureate program at Mountain View High School.

Just a little bit of side note. I have a brother who is also in the program right now. He is currently a junior at Mt. Rainier High School, class of 2021, as well as several friends who are also in the program. But they couldn't make it today, because they have a lot of homework, because that's what IB is. So I'm here today instead with Amina, Paulina and Pam.

The IB program at our school is not working as well as it did last year. The lack of contact in person with our IB coordinator hurts tremendously. It doesn't just affect me or the rest of the seniors, but also the juniors. Mt. Rainier is the only International Baccalaureate program at Highline Public School District. So how come we don't even have our own coordinator at our school anymore? I genuinely wonder how an IB school works without its coordinator, because isn't the coordinator the one who ensures that our school is following the orders of IB?

Now that I and several of my classmates are seniors, the program just keeps getting harder and harder, except now it's even harder without the presence of Miss Fairchild, because we were working on activities that were introduced to us last year. Sure, we are given the opportunity to see her once a week now, but for the four other school days that we don't see her, we are left with uncertainty. The rigor of the program necessitates that we see her every day, both the junior and senior class.

This is what the program looks like now this year. Last year, we had an IB advisor that was exclusively for full IB students. That was effective. Unfortunately, the current junior class does not have that luxury, because this year, without Miss Fairchild in the building every single day, there is no system of communication, besides emailing. Advisory was a space for us to look deeper into the program, and understand the outside activities, such as CAS, which stands for Creativity, Activity, and Service. IAs, which are the Internal Assessments, and the EE, which is the Extended Essays, and many more. It was also a place that gave juniors a sense of relief, as the whole program itself is new for those in 10th grade, because that's the year the program starts.

In addition to the loss of the IB advisory, we also no longer have the mentor system. We have structured meetings where senior IB students will talk to the junior diploma candidates about any rights and issue they had, or if they needed help with anything. That occurred during our IB advisory, which again, no longer exists, due to the loss of Miss Fairchild's appearance every single day.

Another resource that is lost is the IB work room. It was a place for students to get help about any IB specific activities through Miss Fairchild, but now it almost seems like a storage room. Having Miss Fairchild last year ensured us of any confusion concerned with the program. Like I said last meeting, without Miss Fairchild we would not be successful in the IB program. And I speak on behalf of IB students when I say that Miss Fairchild keeps us on our toes, and without her the program would be chaotic.

Well, we only have her once a week now. Mt. Rainier is a school unlike others because of its International Baccalaureate program. It has a unique curriculum that not all schools have. Therefore, the content itself is not simple and generally known. Recognize that the role of Miss Fairchild is far more effective if she were located inside the school every day. The IB program is already hard. Please don't make it harder. Thank you.

Thank you for your comments.

[APPLAUSE]

Pam.

Hi, I'm also with this group. I'm a senior. I'm from [INAUDIBLE]. And I'm speaking more on behalf of the juniors here at Mt. Rainier High School of the IB program. I'll try not to repeat much of what they said already. But yes, we do have a problem at Mt. Rainer High School where we don't have enough time with our IB coordinator and our advisories. And they are also split.

I'll try to elaborate on it. So first off, we need an IB coordinator in our advisories every single day, because that way we can build a relationship with the IB coordinator, Miss Fairchild, and probably build trust between us and her. And this is mostly needed for juniors right now, because they only see her once a week. And they won't be able to build the trust that's needed to feel supported or will they have the opportunity to ask her questions everyday. Rather, they're only going to be able to ask her questions through email or on the specific day, which is much more inefficient and can lead to lost questions, or just perhaps unanswered wondering forever.

Additionally, the split advisories also mean that there are students in the advisory who aren't part of IB, and they can also be left out as well while we're doing IB activities. And I think that is also inequitable to both them and us, because they are missing advisory time for themselves, while we are missing proper time to work on IB activities, such as researching or learning about the jargon, as Dave mentioned, such as the short sayings, like EE, IA, whatever.

It's a rigorous course and people are willing to do it because it's hard. But I don't want it to be hard because it's confusing or because it feels like the staff have abandoned the students. I want

it to be hard because it's a big workload, there's a lot of homework. I have homework right now, but I'm here to fight for this, because it's important to me. It's a problem that's part of an inefficient system, and there is little trust and poor communication right now between the juniors and the IB coordinator.

I don't think it should continue like this. And I hope in the future the IB program can offer some equitable education opportunities to the IB students. I hope that the juniors are properly supported in the future. And I hope they don't drop out as well, because if they don't feel supported, they might just do that. Thank you for your time.

Thank you for your comments.

[APPLAUSE]

And then last up, Amina.

I want to start by saying thank you for having Miss Fairchild stay as the IB coordinator at Mt. Rainier High School. My fellow students and I are glad to have her again this year. However, since Mt. Rainier is only IB school, in fact the only one in the district, it is essential to have Miss Fairchild in the building to help support the IB students. As a senior in my second year of being a full IB diploma candidate, I'm worried about my brother, who is in his first year taking the IB program. With the lack of the advisory as run by Miss Fairchild, he would not get the critical and necessary information that I got as a junior in the IB advisory.

Again, having an IB advisory and having Miss Fairchild every day at school is very important to the success of the IB students. IB advisory is used to talk about important IB information that other non IB students would not need to know. CAS, EE, IA, and IB Exemption are just some of the necessary topics that need to be covered in an IB advisory.

The IB advisory does not only give information about the program, but also reminds the students of important IB deadlines. And most importantly, creates a sense of community that promotes collaboration and allows for stronger bonds and friendship. Also having IB senior mentors and IB advisor prepares the juniors for what is ahead of them next year. And I'm worried about my brother and other IB students' success in IB program without having this important and necessary support.

Being an IB junior last year in a full IB advisory with Miss Fairchild, advisory helped me understand all of the information that I know today. Without IB advisory or Miss Fairchild guiding us and understanding the complexity of IB, students will really struggle through their tough IB diploma journey. The Highline School District slogan is to know all students by name, strength, and needs. My name is Amina nur Hussein. I'm a strong IB candidate. My needs are to have an IB advisory and Miss Fairchild in the building full time. Thank you.

[APPLAUSE]

Thank you all for your comments. OK, that brings us to-- that concludes the scheduled communications. And now brings us to the superintendent's report-- excuse me-- superintendent's update. And as a part of that, first up is our capital projects update Mr. Scott Logan.

All right, thank you. First of all, Rod is-- Rod Shepard, who normally does this, is taking a well-deserved week off after a few solid years of working seven days a week to make sure our projects get done on time and on budget. So this won't be as smooth and graceful as when Rod's standing up here. But I'll give it the best shot. There is a couple of projects here that we can probably move off the list, because we're at punch list. And we're at the punch list phase. And really, the next thing you guys will see will be when we start closing some contracts on finished products.

So Olympic interim site, we are on the final stages of the punch list items on that building. So you will see probably within the next month some contracts come in for closure to be approved by the board. Des Moines Elementary, we're just starting down the punch list road. Des Moines opened on time. And it's a pretty spectacular school. We had our ribbon cutting last week, and well attended, and positive reviews from at least from everybody I talked to at the event. So we're excited that one's up and running and going full steam.

Highline High School, some excitement going on there right now. That was a long project just to get to the point where we're at right now, which is demolition. You'll notice that all the shops and CTE buildings are completely gone. And they've actually started some earthwork on the backside back there. The main structure, the brick structure, three sides are down. So it would be the south, the east, and the west. They're almost finished on the west wall. You should see the final demolition for the brick structure by the end of next week. It'll be completely gone.

The only thing left then is a boiler heater stack and the gymnasium. Those are the tallest single piece walls. So those were staying till the last to come down. So we didn't have any surprises when we took them down. So it's really, it's exciting to go out and take a look at that, just drive by and see what's happening. A huge piece of history when you look at sort of the cross section of the building and you can see classrooms that the front wall is gone. It kind of gives you a unique perspective of Highline as we move on into the next and better stage.

I told you I wouldn't be as good as Rod. They're already leaving. Glacier Middle School, that's a project that, as you're aware, we've had some timeline challenges as we worked through it. First, I want to thank and urge the board to thank the SeaTac City Council and Building Department. They have been as cooperative as any building department and council you can imagine them being, as we've struggled to make sure that we had a good safe building ready to open on the first day of school. We did have our first day of school. And the school was opened.

We've had since then our first actual required fire drill, that has to happen within the first 10 days of school. And that took a huge cooperation with our general contractor on that project, because finished pathways aren't done. So we had to create approved by fire marshall exits out of the building, so that we could move all the kids safely out to the field and then back in. There were

some lessons learned that day, but it was the successful fire drill. We met timelines and had all the students safely out onto the turf field.

So left to be to be complete, and Steve Bailey is the project foreman out there for Bailey Construction. And I went out with him yesterday and walked the building to make sure we're on time for not only our ribbon cutting on the 24th, but actually getting that building finished and the contractors out of there. They've been also a very cooperative contractor, working while students are in school in areas where students don't need to be. And then coming in as soon as students are dismissed and working inside the building.

They have two small pieces of concrete left to pour on the east and north side, that connect the walkways all the way around the exterior of the building. They're doing ground work and landscape in the courtyard right now. It's a primary goal. And we should either by the end of this week or early next week have that courtyard open to students. That's going to be a huge relief to the building principal and to the functionality of moving students between class between periods.

Right now, we're not letting students go on the courtyard, so that packs kids into the lunchroom. That also eliminates four different access points to different either CTE, gymnasium, health, or classroom. So all kids are trying to pass through the same hallway. And with 900 plus students, you can imagine that's a traffic jam, to say the least.

Some of the things that are left to complete on that building are interior wall paneling. They're working on that each evening, when students leave, trying to get more and more paneling up each evening. Courtyard fencing and landscape, again they're going to finish landscape this week. Fencing probably won't happen until two weeks from now. But the courtyard, as you're aware, was planned to be a part of the secure building, so that students will be free to use that courtyard. There won't be access from the outside into the courtyard. But there's always access or egress out of the courtyard. So we want to get to that point and have that courtyard functional for students and safe.

Soffit completion, if you drive past that building, you'll see the exposure. You can see the vapor barrier around the very trim edges of the roof lines. That's where soffits have yet to be complete. And we have to complete that before we can put in final down spouts and all the stuff that really is going to spruce up the curb appeal when you drive up to that building. We have had some struggles with that roofing contractor. And we are putting the appropriate pressure to get that done.

We have our first commodity delivery scheduled for Glacier. As you're aware, we built both large cold storage and dry storage for our school district commodity program there. This allows us to get out of paying monthly for different places, like Food Service of America, to store our foods for us. And it's going to turn around and be a huge cost savings for the district. We've paid as much as \$10,000 in a month for storing our free government commodities. That's kind of oxymoron there. So our first delivery is scheduled for the 14th, and walk through again with Bailey to make sure that our cold storage and our dry storage will be ready to receive that first load. That's glacier.

Electronic locks-- electronic locks phase one is complete as far as installation. We're still commissioning the systems. So cards are being issued. We're test driving different locks to make sure when you put your prox card at the front door, the back door doesn't open, those kind of things. Important stuff to have happen, right? We're making good progress on that. Phase two, the board approved on August 14th, the bid proposals we've had. We've awarded that contract and anticipate work starting on phase two schools. Probably within two weeks, you'll see workers out there.

Performing Arts Center, this is another one we can probably take off, because we are down to punch list. The broiler and chiller in place, and installed, and complete, and running. And the new roof is complete. And so we're just going through and checking for to make sure all the fine details are done on the Performing Arts Center.

Puget Sound Skill Center, the composite lab, it's probably, to make you feel like Rod's standing here, it's probably 95%. They've done the ovens start up that bakes the composite structures that will be built in that lab. And it's worked. Fire alarm training is complete, final electrical and mechanical inspections approved. Final fire and building inspections have been approved. And the punch list now is going on, along with equipment training for the new equipment that's going into that structure.

Again, the composite lab is not funded through our bond or our capital project dollars, but through a separate fund through the Washington state legislature, that we applied for and were approved, and received almost a million dollars to partner with Boeing and create a composite lab at the Puget Sound Skill Center. So that's a great thing.

60-80 projects, we did seven classrooms for this year's job at White Center and three at North Hill. North Hills is open and students are in them. We're still doing some punch list items on the outside, with landscape and exterior finishes. The project up at White Center, we had some staging problems with the contractor in the very beginning, which put us a little off schedule.

So we've now received temporary certificate of occupancy. That's a huge thing. We can now let kids and staff go in the building. We've got final approval on mechanical plumbing, electrical, fire alarm, health and water district 20 building permits. The items left to complete, again, punch list, final grading for topsoil and the hydro seeding irrigation. And then it requires a permanent fence around the location. And we plan on furniture move on this coming Saturday, October 5th. And students in the building on October 9th. That's my report. Any questions?

Any questions?

Everybody. Have you got any word on the Field?

Have I got-- on Evergreen Field. I thought I made a note in here to mention that, but I want to thank both [INAUDIBLE] Grove and McDermott's office for helping us apply pressure to get those permits moving. We are now in the final review and anticipate either by the end of this week or next week to start moving some dirt.

I've went to Glacier. And the cold storage and the [INAUDIBLE] section, it's a great looking place. And it helped a whole lot on the [INAUDIBLE] people who delivered this [INAUDIBLE] is to have the warehouse [INAUDIBLE].

We have the staff. We have the trucks. It really made perfect sense to have our own cold and dry storage. Thank you. Joe--

I really appreciate the update on Glacier. I was driving by there today, and I was a little startled at how much equipment and whatnot was still there. You mentioned a ribbon cutting on the 24th.

Yes, the 24th. It's scheduled. You should have it on your calendar. Or maybe we didn't invite you.

Anyway, I appreciate the update.

Yeah.

Thank you.

All right, thank you.

All right. OK, so that's the capital projects update. And next step is the sixth grade transition update. And for this, we'll have Deborah [? Rumbah ?] and Ben [? Guyan. ?]

Thank you. [INAUDIBLE]. Oh, I'm sorry. Go ahead.

All right, well good evening, President Dorsey, members of the school board. Dr. [? Rumbah ?] and I are really excited to share with you the current state of the sixth grade transitions. Last year, you heard a lot of updates regarding the work. And a lot of it was technical. So we want to shift from that today and just share with you some of the things that we're seeing in really four areas.

So last year, you heard things from athletics to facility. And so we're going to take a little bit of a different view and really share four big areas. And one of them is culture shift. And we want to share about strengths, strengths that we see in the student experience, strengths that we see in instruction, and also where can we grow. And of course, at the end this time, we'll go ahead and field any questions that you might have about our work that we see so far.

I think our format today is we'll just tag team off one of each other here. And I'll start off first with the shift in culture. So the reality of it is, how can we not have a shift in culture, when we've been serving students in seventh and eighth grade for quite some time? And that said, even with the addition of our students, there are some strengths. And they're really, really fun to see.

I'm not going to read through all four bullets. But what I'd like to do is just share something that I've seen, and even heard about from our principals. And [INAUDIBLE] is pretty consistent. And it is in the area of relationship building. The idea that we have an opportunity to foster and

nurture relationships with our sixth, seventh, and eighth graders just by having them for another year has been a pretty consistent theme when we talk about our-- when we talk about this with our principals.

And I'll just share a quick story. One from a principal, who said-- I'm going to read this by what he said. I said he, so you know, you can eliminate. My team and I finally figured out how to reach a student. We're making gains. We're seeing progress. And then we have to say goodbye. I'm really excited to see what happens now, when we get an extra year with the student and what might happen.

And even though I share that, and probably, you're saying, oh, that's an easy one. It's a middle school comprehensive experience. That's not unlike the experiences our students have been receiving when they've been with Choice, or they've also been with Big Picture. So let's not forget this transition also affected our alternative middle schools that now are serving sixth through 12th, and that's a huge leap, but also one that we see strengths in.

All right, we want to talk a little bit about the experience that students are having. And you're going to see three big areas of work there, the first of which is advisory. And a lot of our middle schools talk about advisory really being the heart of culture building and a place where particularly in the sixth through eighth group of kids, they're able to develop meaningful relationships, not only with each other, but with one key adult in the building. And it's also a place where in advisory, teachers are feeling like they have an impact to help kids develop healthy relationships with their peers, one with another. And that really helps to address and minimize instances of bullying and harassment at the middle level.

Another change that our students are articulating, and families as well, is their appreciation for daily instruction in core content and electives. So some of the ones that we heard called out at schools were definitely enjoyed having daily instruction in world language. Going to an art class every single day was something students really enjoyed in the sixth grade, that they did not experience in the elementary, along with science and other electives. So rather than going to a sixth grade band twice a week, they're able to go to band every single day. And they really appreciated that.

Finally, on this slide, we had a lot of conversations with kids and families about social competencies. And these are some of the things that we heard students say. And they're pretty endearing. So the first one says, I didn't think I'd get to see my friends as much. So sixth graders thinking, since I'm not in the same classroom with the same kids all day long, I won't get to see my friends. And they were surprised that they're now grouped in houses. So they do get to see their friends. And this thing called passing period is really exciting for sixth graders. So they enjoyed that.

A lot of students, particularly at Chinook, when I attended their spring events, were saying I'm not sure I'll be able to find all my classes. In elementary school, I just have to find one room, and I'm shepherd everywhere else I need to go. And kids are able to find their classrooms and do so within a four minute passing period. A lot of sixth graders had really cute comments, and worries, and concerns about whether the eighth graders would be nice to them. And we're happy

to report that the eighth graders are, in fact, nice. And all of our middle schools are providing some type of mentoring, through advisory, for their sixth grade peers.

And then lastly, I know about the pictures on Miss Banner's wall. So as you may or may not know, Miss Banner's son plays in the NFL. And some of the sixth graders at Pacific have enjoyed being able to peek in Miss Banner's office and see pictures on the wall. So they're developing that relationship and rapport with their administrators, which is really nice to see.

In terms of instructional practice, Ben, you want to talk about this?

Stay on script. Yes, I will. So in the area of instructional practices, three things stood out. And you can see them in front of you. But a lot of that is really focused on the collaboration that's taking place within our buildings. So the last two days, Dr. Rumbaugh and I had the opportunity to sit down with each middle school's instructional planning team, to sit down there and see how they had been working in a lot of those areas.

In fact, I would more than stick my neck out on this one. Even though we're seeing this as a success for the sixth, seventh, eighth grade transition, I think is a success with seventh and eighth, if this were the case, because of the conversations around instructional practices, around the use of frameworks and the GVCs. And really, it's that planning together, and then really as an IPT, the Instructional Planning Team, and how that would look like throughout the classrooms.

And we're really excited because we built as an experience for them for two more sessions throughout the year. But I think that preparation has led to this becoming a strength that we see at our middle schools, currently with a sixth, seventh, eighth grade transitions.

All right, so we wanted to point out a couple of learnings that we've had over the course of the last six months to really the last few weeks. And the first is, our middle school's teachers and support staff have really reflected on the fact that they want to begin focusing on the elementary to middle school transition all year long. And by that, we're talking about the instructional transition, the social and emotional competencies that kids experience in elementary, and what does that look like, and how do we plan for that in the middle level.

And then secondly, having intentional transition activities between the elementary and the middle school, outside of what we typically do between March and May. So principals specifically said they wanted to have a better presence in the elementary schools over the course of the year, which I thought was really interesting to hear our middle school principals say, I want to go to the elementary school. I want to see what it's like. I want to experience what kids are experiencing day to day before they come to my middle school or their middle school.

And the last part is, our principals entered the year really thinking it was going to be important to create a sixth grade space and then perhaps a mixed seventh, eighth grade space in the building, so geographically separating the sixth graders. They'd heard some feedback from families that that might be an important priority. And in many cases, they did the best that they could you provide that.

And they're now wondering about that. Sixth graders are having an interest in the rest of the building. Principals aren't feeling the need to necessarily protect kids in the way that they thought they might. And they're thinking that really sort of an open, boundary-less school is the direction they're probably going to want to go in the coming years. But I think it was really smart for them to take into consideration the family's wonderings about do we want to keep sixth graders separated or not.

A couple of things that stand out in that, in particular, are lunches and courses. So what would the decisions be moving forward with do we want a sixth, then a seventh, and an eighth grade lunch? Do we want our courses to be mixed, or some other configuration? And then I spoke to classroom location as the other area that we're going to continue to look at and make decisions around for the coming year. All right, any questions?

I have a question. So I'm glad that we have the areas of growth and strength for our kids and our students. What about the teachers that have transitioned up? How are they molding? And how are they interacting with the new culture?

Right, great question, thank you. So I would say at our existing middle schools, those not including Glacier, have experienced an expected transition. So there are some teachers that have come from the elementary that have had a learning curve, as they have entered a much noisier and busier school, being a middle school. Interestingly, at Glacier, we've experienced more of that.

So there are far more K-8 teachers at Glacier than there are at the other middle schools. And thankfully, the administrative team has recognized that, and are acknowledging additional support for our K-8, or our formerly elementary teachers, as they understand the busyness of the school, the movement of kids, the differences in how we approach discipline, and social, and emotional learning. But the team is well aware, and they're really targeting and supporting those teachers that have expressed the need.

Want to add to that, Deborah?

One thing I would add is that in conversations with some of the principals, part of I would say success in the transitions happened during the amount of work it took during the transfer period as well. So when a school was able to go ahead and identify some new teachers coming from the elementary-- they look different across different buildings-- but the time that they would go and work with the team, transition, and even see the building before sixth, seventh, eighth happened was really, I think, important in that transition and I think the transition of the teachers more than anything. So I think that the early planning of that work in the spring was helpful for the fall.

Thank you, Lisa.

Thank you. So questions around-- and thank you for this presentation. I think my question goes back to what we heard from the last board meeting as well, and that's around the families. Do we know what the families are saying? And how was this survey administered for us to receive the

feedback from the students? Was that in advisory? And what are the plans to hear from families as well?

All right, thank you. So in terms of the data, the comments that we heard, those were done through advisory. And they were conversations in circles that teachers had with students. And then Ben and I were able to go in the schools and talk with kids and administrators ourselves. So that's how the data was collected. And then you had another part to your question.

The families, the plan to receive feedback from families.

Right, so we are going to be working with families a little bit later, in late fall and early winter. Each school has a separate plan for how they want to get feedback from their families. They'd like to close first quarter, which ends November 1st, before they reach out to families, probably by a survey. And just ask, how's it going, what was your student's experience, and most importantly, where do you see opportunities for growth.

Thank you.

So one clarifying question. What's a GVC?

That's a great question. Guaranteed and Viable Curriculum.

Thank you for that. And so, what would you say-- and this is totally off the cuff-- but what's your biggest, maybe your biggest pleasant surprise through all this? Maybe something that you thought might be a hurdle that hasn't been, or maybe something that you didn't think would be, has been.

Yeah, so I'll give one, and maybe, Ben, you could share one. I had worries around sixth grade families and us being able to meet the families' expectations, and deliver on the promises that we made, in terms of student safety, bullying, and really being able to support students academically and emotionally in the classroom as a 11-year-olds. And we have been able to deliver on all of those. Any family feedback that we have had, that has been regular at all, has been attributed more to Glacier not yet being done and not about the sixth grade transition. And that's been my experience at the three schools that I work with.

And I'd say very similarly as well. It's funny, because I come in there from the lens of remembering the time as a K-6 principal here in the system, thinking these guys are ready to be middle schoolers, and they look like giants walking around our elementary school. And I see them across the hall and they just look so tiny, and I know they're not. But the surprise, and it really isn't a surprise, has really been that transition, especially for kids. And I attribute that to a lot of things.

You saw slide around the area to grow, regarding transition work. Many of them have said-- this has been a year long transition, the intentional reach out, the consistent opportunities to go ahead and get their feedback, and that's still going to happen. So I think all that has been the planning that's taken place to really make this as successful as it is right now. And I know that there are

some things that we're going to learn along the way. But that's why you see the transitions for the kids aren't as crazy and chaotic as one might have thought.

It is kind of refreshing too, to-- at least the impression I'm getting is that the eighth graders are really stepping up, saying welcome to the environment, at least, we would hope. But that was another thing I was wondering about, if we would take advantage of that opportunity. It sounds like we're doing that. So that's great. Nice job. [INAUDIBLE], did you have something?

Yeah, I was also thinking about, so what are the plans for you all to continue to convene the principals? Does the sixth grade transitional team-- does this team still exist? Is it the two of you? And what are the plans to continue to get that feedback and just have that progress monitoring with the principals?

Absolutely. That's a great question. So I mentioned earlier about the structured time which we are going to work with the school's instructional planning team, but Dr. [? Rumbah ?] and I also have a structure where we have meetings with just our middle schools. And that's a place we want to make sure that these transitions-- what's currently surfacing, what's working well, what are some things that we need to take a look at and get better about, but continue to provide that space to bring those up in front of them, and rally around them, brainstorm them, and just think it through. And not feel like they have to do it alone.

Thank you for that, that intentionality.

[INTERPOSING VOICES]

--trying to figure out the lunch system--

Can you put your microphone closer, please?

The lunch system, and they have a couple lunches, but they're pretty overcrowded. And so, I know it's a work in progress. So I guess my question is when at Glacier, when you talk about Glacier, their lunchroom is so, not a big lunch room. So going back to the question that parents have, should their sixth graders be with the eighth graders, and I know Glacier was talking about they're trying to not have that. And so same thing happens, they were saying the same thing.

But as it stands now, they have that crossover, where they're stuck with, because of the classes, they have to have eighth graders sitting with sixth graders. So I know that's going to be a challenge. So are you guys talking about it? And from them, they were saying they're just going to deal with it this year, or try and make the changes at the semester.

So in your conversation with the parents, how would you address that with them? I know it's a weird kind of thing, because I don't want my sixth grader an eighth grader, and stuff, so how would you make them feel comfortable when the conversation comes up. I know you're not having it right way, but what's your plan?

Yeah, thank you for that. Part of the puzzle in configuring lunches at any school is balancing the lunches. And when you have a sixth grade lunch, and a seventh grade lunch, and an eighth grade lunch, it can be problematic if you have one of those classes that is significantly larger or smaller than the other. And so in an effort to balance those out, you may have some mixed lunches. And that allows kitchen staff to be able to efficiently and effectively move the same number of kids through lunch every hour.

I think that really what we're focusing on at Glacier is kids building relationships with adults. And adults are present during those lunch sessions, all of them. And so kids are able to really rely upon the adults to help supervise and teach routines, and reinforce expectations, whether it's at lunch, whether kids are playing basketball in the courtyard, or they're even just transitioning from one class to the other. Because there will be sixth, seventh, and eighth graders in those hallways at the same time. So really, teaching expectations.

One of the things I think that you're seeing when you're out at lunch currently at Glacier is some of the impact on what Scott spoke to, in terms of that courtyard being closed. So when we have sixth graders in transit from lunch to class, we have seventh graders from class to lunch bottlenecking a singular hallway. And so it really, I think, gives a feeling of a lot more noise and chaos than perhaps there actually is. And that's really something that the school is attending with families as well, so that they understand it's a temporary situation, and we're really focusing on the adult-student relationship and teaching routines and practices.

We good? Thank you both. Really nice job. OK, so that finishes up our updates. And then I think Sandy is unavailable. So Deb Strayer agreed to step in on behalf of the HEA report. So, Deb--

Greetings. Sandy is at another meeting, so she asked me to, because I'm on the executive board as a WEA board of directors. So I am sending greetings from the Federal Way offices of the WEA. And I first want to start out with that we had a really great start to the school year. It seems like, for the most part, the schools that I've been at have been functioning smoothly. Kids are where they're supposed to be. It's just great.

One of the things that we did to try and get the school year started out smoothly was the staff at Glacier could not have their back to school in-service at their building because the building wasn't finished. So they did it PSSC. And because they didn't have PTA, or somebody to pay for their lunch, we hosted the lunch. And I got to go and help serve lunch to those new staff members and make some connections. We also did the same thing for the new teachers. We had bag lunches. So that was nice to meet those people and make connections. It's always nice to have a name with a face.

This year, we're hoping to have a year of collaboration. And we started off with that, because we met with Highline people about the equity and diversity. And so we were going through that. And we're trying to be proactive rather than reactive.

Personally and professionally this year, I'd like to share that my nephew just started working for the Highline School District. It is his dream job. When he was a student in the Everett School District, he did his senior project on being a custodian. And after 10 years of working at Luna

Park Cafe, he is now a custodian in the district. And he loves it. You get a-- did you know that you get a lunch break when you go to work? And you get 15 minute breaks? When you work in a restaurant, you don't get that. And so he's just loving the job.

And the other thing that's happening in my family is my niece is student teaching in my classroom at Mt. Rainier. And so hopefully, there'll be a job for her after she's through student teaching. Now I will add, she is only 21 years old, because with Running Start, you can student teach fairly young. So to me she looks like a high school student. But she is student teaching.

One of the things that I think is that we all need to do our part to promote how great our school district is, the schools and the jobs here. I loved it here so much that even though I'm retired, I still substitute in the district and work athletics. And so it's hard to move away when it's such a great place. And it's also about relationships. For me, when I work at the stadium, I get to see people I've worked with for 20 years, or kids and you ask them about their grandmother. And so relationships, relationships, relationships, showing how great we are, and what we have to offer.

Sandy has been recruiting people for our joint committee. So we'll be finding out who's going to be on those joint committees. And I'd also like to finish off with something that happened. And some of you were there, on Sunday, was the block trot. And the block trot, I got to give away t-shirts. And I think we gave away probably 100 t-shirts that said HEA supporters. And we got to talk to community members, talk about how great the district is. And the district table was next to us. And kids liked that-- there's cookies over there. So they go for the cookies. And they get the free t-shirts. What do you mean free t-shirts? Free t-shirts.

So and then see, my last thing. And basically, that was just a real positive way to start the year. And I would also like to invite everyone, because does anyone know what tomorrow is, or what Thursday-- Friday? Friday is homecoming for Mt. Rainier. And if you're going to go to the homecoming football game, get there early, because of the construction at Highline High School. There's not very much parking. I get there early, so I get a parking spot. But if you get there late, you're going to have to walk a long ways. So hopefully I'll see you at homecoming, because I will be there during the pass gate. And greetings from WEA, greetings from Sandy. And let's continue to have a great year. Thank you.

Thank you, Sandy. Oh, excuse me, Deborah, sorry. You said Sandy. I was thinking about homecoming. I'm like, geez, how soon am I going to have to get there to get a parking spot?

Early.

Early. Yeah, anyway, thank you. OK, so that brings us to school board reports. And I don't have a legislative report tonight. So we'll go to directory reports. [INAUDIBLE] you got one?

Just that, if you get a chance, visit Glacier. [INAUDIBLE]. But it is a beautiful school. It is nice looking. It's airy. It's lit up and natural air, natural lighting. So good. I went and visit Pacific. That's a place where they're working really hard. And the kids are so respectful. Walking through the halls, you know, you think of middle school kids, they're flighty, and all that good stuff. But they're straight and narrow. They walk on one side. They say good morning to you as you walk

down the hallway. They don't ask who I am. They said hi. And it's nice. And the teachers are doing great.

Jump back to Glacier. The pods are so nice. I mean, how they can team teach. They open the sliding doors. They have sliding doors. When they want to team teach, they just come out and work in that pod. And we-- I mean, [INAUDIBLE].

Pacific, I had a chance to walk through. It's one of the schools that I haven't visit. Every time I was trying to go out there, we had a miscommunication of dates and times. But they are working hard. And with the sixth grade transition, space is their biggest problem. We all know that. And they're coping. I mean the teachers that are working together don't seem to have a problem. They work really good together. I got a chance to sit in some of the classes and stuff during class time.

So go out and visit. I say it all the time, our teachers work hard, and we don't praise them enough. But you got to go see them.

Thank you. A couple of shout outs. This last weekend, Highline Schools Foundation had a few fun events. We have the pub crawl, the block trot on Sunday. I want to let you know that was the first time I brought my entire family out for a 5K. My kids kicked our butts, my wife and I's. That they want to continue on with that. So it's just put a bug in that. So thanks to the foundation for a couple of great events.

We also had a board and cabinet retreat on Saturday, another great retreat, going over and digging deep into some data. And then in the afternoon, our board had great conversations about our expectations and how we want to set this next year in motion. So thank you guys for an awesome retreat.

And lastly, this one's for your team, your student placement team. We've had quite a few board appeals, not as much-- I mean, when I was talking to Ebony, she said, you know what, we've had 703 requests just from February till now. And they're doing amazing work. And when we do meet with families during these appeals, we have all of the documentation. And you guys do your due diligence and give us all the information. So can you just give them our love, saying thank you so much for doing that, and as well as for the family.

That's it.

[INAUDIBLE]

I wanted to just give kudos to the staff that was involved with the staff balancing that took place, particularly around Hazel Valley. It sounds like there was just some real good collaboration, coming together to find solutions. And while listening to the community, internal school community, as well as external. And so it sounds like we really did come up with some win-win situations. And so, thank you for that.

I also am recalling last year this time, we were kind of inundated with transportation. And the voids around drivers and vacancies. And so, I haven't heard anything, so I'm thinking no news is

good news. So anyway, whatever we're doing there, and however Devon and team in transportation are being supported-- I don't know if y'all are still out there making pancakes. But anyway, thank you for what's happening there.

I do have a-- just wanting to make certain that we get more information. I know that Melissa, Champion's mom, said that she's going to be here every board meeting. And so, certainly not looking for a response right now, but something that I want to-- I haven't seen. Just to see where are we with that? And what is the district's viewpoint and responsibility in that? And so I am looking for more information. And I'll be reaching out to folks this week for my information around that.

And then, also, i am curious, and will reach out to folks around the comments that we heard around IB, and what are we doing in the-- Emma's waiving at me-- or Gabby-- what are we doing as an alternative, if staff is not able to be there full time. How are we supporting those students, and what is the alternative. So those are things that I'll be reaching back out this week to find out about. And thank you all.

I'm sure Suzanne Jerde and Kisa Melissa, will you update?

It will come from Holly and from Suzanne. I've already asked them to pull something together about the two issues.

OK.

Thank you.

OK, great, thanks. The only thing I would add is just we had a wonderful open house, grand opening for the Des Moines Elementary School. It was just so exciting. And I think the most exciting part was to see the students, they're just-- they're in heaven down there. And it's just really cool to see.

They had this adorable fifth grade girl, who had been in the old school and in the new school. And I cannot do her words justice. But if you had seen her, you wouldn't need words. Because she was just elated. I mean, it was like she was floating across the stage there. So anyway, nice job by everybody to get that put together. And the team that put together the publicity and actually held the function itself. We had one of the principals from Des Moines Elementary School from 1986, from '79 to '86, showed up to see the school. And his comment was, if I'd had a school this nice, I'd still be the principal. So anyway, so nice job on that. And concludes my report. And it brings us to the consent agenda. So we'll look for a motion to approve.

I move that we approve the consent agenda from that September 11th meeting.

And I second.

It's been moved and seconded. All in favor.

Aye.

Opposed? OK.

So it takes us to action items. Item 8.1, motion to approve the contract with Highline College for the Open Doors program. Any questions or comments? Seeing none, I move that the Highline School Board approve the contract with Highline College Open Doors program.

I'll second that.

Director Bradford--

Yeah.

Director Van.

Yeah.

Director Curry.

Yeah.

Director Dorsey.

Yeah.

This motion passes 4-0.

Thank you, Kyle. Item 8.2, to motion to approve the contract with Southwest Youth and Family Services for the Open Doors program. Any questions or comments?

I'll second.

I move that the Highline School Board approve the contract with Southwest Youth and Family Services Open Doors program. Now.

I'll second.

There you go.

Director Curry.

Yeah.

Director Bradford.

Yeah.

Dr. Van.

Yeah.

Director Dorsey.

Yeah.

This motion passes 4-0.

Thank you, Kyle. Item 8.3, motion to approve contract renewal with Copiers Northwest for 2019-20. Questions, comments?

I have a question on this. Mark, would this be you, or the copiers? Or is it Kate?

Just how often do we go out for bid on our copier and contracts?

We go out for bid every three years. We didn't need to go out this year, but we would go out next year.

OK, thank you. That's it.

I move that the Highline School Board approves the contract with Copiers Northwest for the 2019-2020 school year.

I'll second.

Director Van.

Yeah.

Director Bradford.

Yeah.

Director Curry.

Yeah.

Director Dorsey.

Yeah.

This motion passes 4-0.

Thank you, Kyle. That takes us to introduction action items. And item 9.1, motion to approve the 2019 through '22 collective bargaining agreement between the Highline School District and Teamsters Local 763, Union Teamsters 1. Any questions or comments? Seeing none, I move that the Highline School Board approve the negotiated memorandum of agreement between the Teamsters Local Number 763 Union, representing safety officers, safety and security officers, campus safety officers, and substitute employees, extending the 2013 through '16 collective bargaining agreement, with agreed upon modifications, through August 31st, 2022.

I'll second.

Director Curry.

Yeah.

Director Bradford.

Yeah.

Director Van. Yeah.

Director Dorsey.

Yeah.

This motion passes 4-0.

Thank you, Kyle. Item 9.2, motion to approve the 2019 through '22 collective bargaining agreement between Highline school district and Teamsters Local 763, representing instructional and administrative support employees. Any questions or comments? Seeing none, I move that Highline School Board approve the negotiated memorandum of agreement between Teamsters Local Number 763 Union, representing instructional and administrative support employees.

I'll second.

I'll second.

Director Van.

Yeah.

Director Curry.

Yeah.

Director Bradford.

Yeah.

Director Dorsey.

Yeah.

This most passes 4-0.

Thank you, Kyle. And the moment we've all been waiting for, item 9.3, motion to approve resolution 0919 state bond guarantee. And we've got Kate, et al. I think we've got Mark, Jim, and Trevor there to update us on the benefit to the taxpayers, is what we're looking for here.

Yeah, I just want to introduce-- we've got Mark Pressing, we've got Trevor Carlson and Jim McNeil. They're here to talk about this issue. We'll be brief and exciting.

Good evening, President Dorsey, members of the board. We represent the district in all things bond related, along with coordinating attire, apparently, for board meetings. But every once in a while, we have an opportunity to refinance some of the outstanding bonds. And that's what we're here to talk about, the resolution that Jim will discuss. We'll talk about the actions you need to take in order to authorize the district administrative staff to conduct that refunding. Trevor will speak briefly about the market and what we think we can accomplish with the refunding.

Great, thank you for the opportunity to be here this evening. In light of our time on the schedule here, we'll try and be brief but be informative. These bonds, these refunding bonds, are looking to refinance bonds that were originally issued based on the 2002 election. They were refinanced once before in 2009. And this is the second time to refinance those.

Right now, we're have taxpayer savings around the million dollar mark, 1.2 million at this point. As market conditions change, so while those savings. So we are anticipating locking in savings on November 5th, with the bond sale closing on December 3rd. And these savings are significantly higher, today's savings, than what is input into the resolution of your consideration tonight. So I think we have quite a bit of wiggle room to make sure we hit that goal. Just from a high level perspective, interest rates have been coming down significantly this calendar year. So we think it's an opportune time to look to lock taxpayer savings in.

To get just a rough idea of what this would be, the interest rates on the existing bonds are 5%. We're look at about being in the 1 and 1/2% range, so pretty big reduction. And again, this savings go directly to taxpayers and future tax bills. Jim--

Great, just real briefly, in order to proceed with the refunding, there are two action items before you tonight on resolution 09-19 as the state bond guarantee program. Whenever the district has done refunding bonds in the past, you apply to the state to get them to guarantee the payment on your bonds. It's a great deal and really helps lower the borrowing cost for the district. That's resolution 09-19.

Resolution 10-19 is the refunding delegation resolution. Again, very similar to the prior resolutions you have adopted, where you were authorizing the issuance of the bonds, and also, delegating authority to district administrative officials to consummate the bond sale itself. So with that, happy to entertain any questions you might have. But try and stay brief and exciting. The legal documents really are exciting. So, anyway, thank you.

Any questions for the--

No, quite thorough, thank you.

Yeah, we good? OK. Thank you very much. Appreciate you sticking around and highlighting those things for us. Kate, nice job on all of this with you and your team. We really-- along with the taxpayers, we always appreciate some savings. So it is exciting. Yeah, it is.

And the matching outfits.

And the matching outfits, yeah.

OK, I move that the Highline School Board approve Resolution numbers 09-19, state bond guarantee.

I second.

Director Bradford.

Yeah.

Director Van.

Yeah.

Director Curry.

Yeah.

Director Dorsey.

Yeah.

This motion passes 4-0.

Thank you, Kyle. And item 9.4, motion to approve resolution 10-19, bond refunding delegation. Any questions or comments?

I move that the Highline School Board approve resolution number 10-19, bond refunding delegation.

I second.

Director Curry.

Yeah.

Director Bradford.

Yeah.

Director Van.

Yeah.

Director Dorsey.

Yeah.

This motion passes 4-0.

Wonderful, thank you. Thank you very much, guys. Appreciate you hanging out.

Thank you.

Thank you.

OK, that takes us to 9.5, now that the meeting is going to get less exciting.

Clearly.

And less coordinated, too, I might add.

And Rod's not here.

Item 9.5, motion to approve the contract with Associated Earth Sciences, Inc, AESI, for construction phase geotechnical engineering services. Any questions or comments? Seeing none, I move that the Highline School Board approve the contract with the Associated Earth Sciences, Inc, for construction phase geotechnical engineering services at Highline High School in the amount of \$269,500.

I'll second that.

Director Curry.

Yeah.

Director Bradford.

Yeah.

Director Van.

Yeah.

Director Dorsey.

Yeah.

This motion passes 4-0.

Thank you, Kyle. And that concludes our introduction action items and brings us to our one introduction item, which is the motion to approve new policy 6100, from state-- excuse me-- from local, state, and federal sources and repeal policy 7210, revenues. Any questions, comments?

This one's not that exciting. We're good.

You good?

I'm good.

OK.

It looks like it's standard procedure.

Whenever we see the policy thing, I just kind of like to pause just a little bit, to see if Holly's ready to spring. Like a coiled spring sitting there. OK, and do we have any unscheduled? Zero unscheduled. So that brings us to adjournment. Motion to adjourn .

Sorry, this is a little bit out of context, or sequence, I didn't get a chance to congratulate Sarah Baker for her first negotiations, Teamsters negotiations, in her new role. So, thank you Sarah. A little bit out of sequence, but--

OK, with that.

Now what?

You want to move to adjourn?

Yes, I'll make a motion that we adjourn.

I'll second. All in favor?

Aye.

Opposed? Thank you, everybody.

Thank you, everybody.

Thank you.